



# Active Insight: Evidence in Action

## Tip #582



## Building Positive Movement Identities

### Overview

Positive identities in Years F–10 support students to recognise and apply movement skills with confidence. Encouraging self-belief enhances engagement, builds confidence, and supports wellbeing. This approach promotes meaningful participation and helps students see themselves as capable movers across diverse physical activity contexts. It encourages students to value personal strengths, develop resilience, and build positive attitudes towards movement and physical activity. Embedding positive identity development across learning experiences strengthens motivation, participation, and confidence.

### Key Teaching Ideas

Promote positive identities through movement experiences that encourage confidence, self-belief, and participation. Use supportive feedback, achievable challenges, and inclusive activities to strengthen engagement and motivation. Encourage students to recognise personal strengths, reflect on progress, and apply movement skills across contexts. Provide opportunities for collaboration, goal setting, and experiencing success in physical activity learning. Foster supportive environments that build wellbeing, resilience, confidence, and participation.

### Practical Application

- Use positive language reinforcing capability and confidence across activities consistently
- Celebrate success supporting development of positive movement identities daily
- Provide varied tasks supporting success for all learners consistently
- Encourage reflection supporting awareness of strengths and growth outcomes
- Model confidence supporting positive participation and engagement behaviours consistently

### Next Steps

Use strengths-based approaches consistently. Building identity strengthens confidence, engagement, and meaningful participation across physical education contexts. [Explore Inclusion resources on Anywhere PD.](#)

